THE
UNIOR
CLEARING HOUSE

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Patience is one of the prime requisites of membership in the Junior High Clearing House. The bulletin appears only when the regular duties of the self-appointed manager-publisher permit the editing, proofreading and mailing of the edition. This issue was scheduled for January 15, 1921, as the December-January number. However, the date remains as the only record of good intentions. The last two bulletins, SEVEN and EIGHT, will appear in the early part of their bi-monthly schedule. It is hoped that Number Seven will appear shortly after March 1st, and Number Eight (April-May) will appear about April 15.

THE DAVENPORT, IOWA, SCHOOLS.

An illustrated and descriptive pamphlet on the Davenport Schools has come into our possession.

The city has three fine new buildings made possible by the people voting $850,000 for the purpose. Four acre plots were procured for the East and West Schools and a slightly smaller plot for the other. Each school has fourteen class rooms seating forty-eight to seventy-two pupils each; a gymnasium of standard size with connecting locker and shower bath rooms, which being provided also with a commodious stage with ante-rooms and with a balcony, can be used as an auditorium having a seating capacity of about nine hundred; a suite of two lunch rooms and kitchen which will serve lunch to two hundred pupils at a time; a library room, with separate outside entrance, which is used as a branch of the city library, as well as many other up-to-date features.

"The course of study is conservative. It has seemed best to avoid any radicalism that might necessitate retrogression. A careful study has been made of the needs of Davenport's adolescent boys and girls and it is believed the course meets those needs broadly and consistently.

"Twenty-nine hour credits are required for the completion of each semester's work in the seventh and eighth grades. Twenty-three hour credits are required for the

completion of each semester's work in 9-B and 9-A. One hundred and sixty-two credits are required for promotion to the high school. A credit is given for each hour of recitation pursued during a semester in which the pupil has made a passing grade.

"The ninth grade course of study is intended to be so elastic that pupils may become familiar with the various lines of work open to them in high school before beginning their advanced work."

MORE TECHNICAL GRAMMAR—An article in the December number of *Education* by E. E. Cates of Los Angeles: "We must return to formal grammar. With the teacher who knows how to handle the subject one year is enough for its complete mastery. But if the teacher cannot successfully handle the subject, the pupil will 'just hate grammar.' * * * Since words are the fundamental and essential tools to all human endeavor, the living bodies of ideas, the main avenues to the treasures of knowledge, love for them and interest in them are the best quickeners of intelligence. Once given a vital interest in words, the desire to use them wisely and correctly will come, and grammar will take its proper and intelligent place—not an arbitrary and troublesome study—bearing the same relation to the tools of the brain that instruction in carpentry bears to the saw, the chisel and the plane.

A suggested outline for Prevocational Education is given in the *Education-Journal* for December. "In general it is agreed by most men in the work, that our prevocational education is not now organized so as to function in the manner intended. The time seems ripe to a better use of prevocational work to the end that it may become what its name indicates. * * * Vocational education should have as its basis the regular school system of the state, and should not be considered, as sometimes appears to be the case, as something tacked on." It is outlined under the following heads: Information; Shopwork; Observation; Shop Problems; and as subheads, Selection; Planning Drawing; Materials; Construction; Occuptaional Significance; Students Note Book; and the School Record.

EXPRESSION IN JUNIOR HIGH SCHOOLS.

M. G. Clark, Supt. of Schools, Sioux City, Iowa.

To Junior High Seventh and Eighth Grade Teachers:

I. What Is Expression?

Let us understand at once that expression is not art, in the commonly accepted idea of the term art. It cannot constitute a course of study in art, although art can use it for much of its motive. The more the child understands of the technique of art, the more perfect will be his expression, but expression is necessarily crude where art is supposedly perfect, at least in its idealism. What then is expression? It is the attempt of the individual to give to his world of thought some concrete material-illustration of the thought relationships with which his mind is filled and interested and is attempting to solve. It is the attempt of the hand to concrete the mental attiude. It is the thinking expressed in terms of doing. It is as wide, in its form, as the media through which human ingenuity can work, is wide. It is the one factor possible in school life, but as yet but little developed, which will give to the child all that psychologists and progressive teachers have preached as desirable in *initiative* and *individuality*. Thought stimuli are objectively static. Thought effects should always be objectively kinetic. Expression is thought effect.

II. Its Psychological Value.

From the preceding discussion, one will infer that there is no real thought which does not materialize in some form of expression. To the extent that the church is losing power, it is due to the fact that its teachings do not materialize into concrete efforts; to the extent that the church is living, to that extent its teachings are daily materializing in better living—in moral change, in assuming new moral attitudes. To change the figure: Only those bodies of water are fresh which are continually both receiving fresh water supplies and giving out fresh water supplies. There must be an inflow and an outflow if there is to be a fresh, pure, sparkling water reservoir. The same thing is true in thought development. The schools have been largely developing either

one or the other of two forms of mental life. They have been either filling mental reservoirs, which when once filled can receive no more, or they have been producing a great Salt Lake, into which water continually flows, which becomes heavy and stagnant and solid through evaporation and because it has no outflow.

Expression is the psychological outflow of the child's mind. It is as necessary in every school activity as the inflow. Just here let us take time to insist that the parrot recitation of a textbook statement is not expression. It is not outflow. It does not affect the child life. It is a flow *through the mind*, but not *into and out of* his mind. It is like the ventilation of a room with fresh air which passes from induct to outduct without ever having made a complete circulation of the room. Expression is inflow *plus child individuality, through his initiative*, over into outflow. This means that the whole child mind is affected through the expression.

Now for a second point in the psychology of expression. Mind cannot grow, strengthen, become individual and develop abilities for practical application, without outflow. We must develop the ability for an individually controlled outflow. This marks the difference between parrot education and education through individualization. Expression spells the practical in education.

The third psychological effect of expression is the correction or truing of impressions. No one has a clean cut impression of educational relationships until he has in some way materialized that impression into a *clean cut expression*. Take for example, cube root. One may learn the process of cube root and perform it as a machine automatically performs. This automatic performance will remain just so long in the mind as repetition is continued, but let an individual go for three years without performing the extraction of a cube root and he will find himself very much at sea. Now if cube root had been carried over into the overt extraction of a root through the use of blocks and the building up of a real conception as to what occurs in the actual material world, by the extraction of a root, one can go back three years or ten years and re-establish his cube root formula through the *thinking over of his overt practical demonstration of its extraction*. Or, another example, let us

read the history of the British plan for the occupation and control of the rebellious colonies. A child can read that plan and then make a somewhat credible recitation upon it without its having affected the child-mind in its real understanding of what the significance of the British plan really was. But now let another individual, or class, work out in sand pan, or in chalk modeling, this same plan, taking into consideration the lakes, the rivers, the mountains, the ocean; let him materialize upon the sand pan just how the successful culmination of the plan would have cut up and isolated the different fighting and defensive units of the colonies and he then will have an entirely different concept concerning the plan of the British. He will also understand how this plan was defeated by the colonists. The first impression will fade at the end of the school term, but the second impression will remain fixed through the life of the individual. The first impression will have given no organizing thought power to the child. The second impression will have stimulated thinking, planning, reasoning ability and will also develop in the child the fact that the best plans of mice or men must always consider that other mice or men are counter planning.

III. Medium of Expression.

It is the desire that every junior high school and seventh and eighth grade shall have clay, sand pan, paint, pencil, chalk crayon and everything possible for expression. Much, however, can also be done through the activity of the child in writing for additional information or securing out of school exhibitions. Rough materials often can best illustrate the concept of things discussed. Use any means that will express the mind of the child.

IV. Motif.

No outside art teacher can furnish the motif for this expression. It must come from the *heart of the discussion and from the vitalized interest of the class,* the class committee or the class individual. Whenever this motif is injected from some third or outside party, it is no longer an expression motif. It cannot be done that way. It must come through the initiative of the individual teacher and her class. It is no part of an art lesson.

It is the expression of the vital interest in history, English, mathematics or whatnot. *It is, therefore, an integral part of that history, English, mathematics or whatnot. It must come from the child and the teacher* as the expression of the *hot spot* in the thought of the class community.

V. By Whom Performed.

It is performed by the children of the class, as a class exercise, under the direction of the teacher of the class. Some work will be done by individuals of the class, some by small committees appointed by the class for certain expressions. These small committees will work out their special projects which they will present and explain to the class when completed. It is very seldom that the class, as a whole, should be working upon the same bit of expression. Expression should be more or less individual, consequently, a committee of two, three or five is much better than a committee of ten or fifteen.

VI. Crudity.

We do not wish to put a premium upon crudity, but we do wish to insist that expression, as here outlined, must necessarily be more or less crude. Pupils will always undertake the expression of thought material which is beyond their art technique. This does not minimize art values. It is, however, the mental attitude of expression. If the child is to be held within his technique knowledge, *expression will be sacrificed.* If he does not desire to do something *beyond his technique,* his technique will never develop through his own initiative. Very few teachers have the necessary technique for the expression of the problems of their room. *This should in no sense minimize, or be allowed to destract, from the expression attempts.* Expression is *not to be judged by the rules of art alone,* it is to be judged, rather, by the honest attempt of the child and the teacher to express, as best they can, through the media at their command, the thing that is held to be important in the minds of the class, the individual or the community at work. As stated above, it does not mean that a premium is to be placed upon crudity or that slovenly and careless work is to be accepted, it means that the child or the commu-

nity is to do his or its best with the technique at their command.

VII. Technique—Art.

The reorganization of the work of the junior high schools makes it possible to give to every child in the junior high school a sixty minute period per week in art technique. This is not expression, *but it is an aid to expression* since the work given to the seventh, eighth and ninth years accumulates a technique ability which will naturally be carried over into class room expression. *The teacher of technique has no responsibility for the expression of the class room.* The expression of the class room must be class room expression, *not expressions worked out in the art room.* We wish to insist, therefore, that there shall be no misunderstanding of the relationships between these two departments. On the other hand, we wish to insist that the art teacher shall feel that her work in the art room is showing week by week and semester by semester in the bettering expressions of the child. In this sense *there is a relation, and the two departments of work are a check upon each other.*

VIII. Inspiration and Aid.

While, as stated in the preceding paragraphs, the art teacher has *no direct responsibility* for the expressions of the class room, she will at all times hold herself as the medium through which inspiration and aid shall come to the whole school in those expressions. To this end, through the art room, she will be continually working out some few model expressions that she will keep in the halls of the high school for the purpose of inspection of the whole school. *This will not be regarded as class room expression, but as type expression,* which will give point and suggestion to many of the pupils and the teachers throughout the school.

IX. Exhibit.

In order that the expression of the junior high school and junior grades may receive encouragement and more direct point, at least four times each year, we will have expression exhibits of class room work; not so much for the purpose of exhibiting to the world the crudity of our expression, as for the purpose of *exhibiting to ourselves what we really can do.*

I shall ask, therefore, that on March eleventh, in each of our junior high schools, and in all of our seventh and eighth grades on the north side, we shall have an exhibit of the work that has been completed during the semester, by each teacher, up to that time. We will ask attention to these exhibits and will arrange some means by which teachers in one part of town may witness the exhibit in other parts. Possibly some exchange of visits of pupils, from building to building, may also be made as reporting committees.

The Superintendent of Schools and all Supervisors and Principals will also make note on this date concerning what has been accomplished in this department. A similar exhibit will be held May twenty-seventh, and at this time we hope we may make it an occasion for the calling in of patrons of the school, in order that they may see and get a comprehension of what we are attempting to accomplish.

X. *Encouragement.*

I want to insist that every effort, however crude, but well intended, in any department of this work, will receive the encouragement and cooperation of the Superintendent. It is hoped that every teacher will take this, not as an added burden, but rather as the more advance step in junior high school education and one that shall mean much, not only to Sioux City, but to the development of the junior high school idea. I can assure each teacher that every effort made by her and her class will receive attention and be given the encouragement it deserves.

VITALIZING THE WORK OF JUNIOR HIGH SCHOOL STUDENTS.

Fred M. Thompson, Horton, Kansas.

There are two very fundamental considerations that must be taken into account in designing a course of study, selecting a body of subject matter and carrying it into effect. These selections must be so designed that the basic aims of education will be realized. These Aims are of two kinds—immediate and remote. The immediate aims are Knowledge, Habits or Skills, and Attitudes. The remote aims are Sympathy or Altruism, Intelligence or Understanding, Initiative, Courage and Self Preservation. In every case you must submit your plan to the discriminating judgment of Society. Ordinarily you will find its approval a safe index as to what should be offered.

It must be borne in mind always that when a decision is about to be made, when a body of subject matter is to be chosen, we must endeavor to answer the question: Will this particular kind of subject matter better aid in accomplishing the Aims of Education? After we are convinced that tht subject matter selected will accomplish the Aims, we then must adapt this subject matter to the growth stages of our children. In other words, the subject matter used at any stated time must have a psychological vindication for its use at that time.

In grades seven, eight and nine a very noticeable differentiation begins to take place in the subjects' content. This differentiation is compelled because of certain mental and physical changes that have now appeared in our growing child. We begin to make appeals now in response to his own felt-need for the new elements that enter his experiences. The motive is positive and compelling, and comes from the child's own nature. The content in these grades must also be so selected that its fixation will result in re-enforcing his very critical attitude of mind, and at the same time help to stabilize his already growing sense of responsibility. He must have presented to him such Problem situations that he will be encouraged in arriving at decisions after a series of in-

tellectual struggles and through such decisions he will become courageous in his stand upon his own convictions. In these grades the emotional factor is also very prominent and must be reckoned with in our selection.

Now at this point the first attempt at socialization will take place. His interests become more and more varied as he advances in the work. He now has an added interest in his personal appearance; his social interests awaken and broaden; his curiosity is decidedly acute; and lastly he must use his leisure time in play and recreation to the harmonious satisfaction of his associates. The Content must be so ordered that these several lines of interests are provided for. It must be remembered that at all times the content must submit itself to the test—will the thing I am to here present build up a better citizenship in this Democracy? And also will it Educate? Now after this subject content has been decided upon it will be the business of the school to design or adopt methods of procedure whereby the aims set forth may be realized.

In the first place the methods that are evolved for the purpose of manipulating this content must educate, and to educate implies not only a performance but a complete grasp of the steps involved in the performance. It is not only a *doing* in which we are concerned, but a complete mastery of the steps involved in this *doing*. I shall now suggest some content that has been evolved, together with a plan for carrying it over into experiences that educate.

First of all we must vitalize the work in our school by recognizing the school as a social institution. To have a school completely socialized we must so organize the subject matter, and employ such methods, that the individual child becomes the actor in accomplishing the social aims of education. The school room is a work room, the period is lengthened to not less than 80 minutes so as to furnish ample time for gathering information which will lead to the solution of definite Problems. A few suggestions with reference to work done in History and General Science will show what I mean by vitalizing the work.

The work in seventh year History should have certain specific aims and these aims should be emphasized. We should have Projects both Major and Minor and we should always insist upon certain Standards to be realized by the students. Such procedure gives definiteness to your plan.

Aims—To employ every means possible to connect up the past and the present.

To feel that we are part of a great onward movement and that this movement is progressive.

To impress upon them the importance of being good citizens.

To prevail upon our children to be responsible to society for their conduct.

Major Projects—Place yourself upon a southern plantation along the lower stretches of the Potomac in Virginia, write a letter home to Massachusetts in 1750 describing conditions political, social and economic.

Compare pioneering today and yesterday.

How did France lose her hold on the New World?

In what ways were the forms of Government of the three sections of the colonies made different by the lives of the people? What part did topography play in this?

Account for the fundamental causes which led to the separation of the thirteen colonies from the mother country.

Minor Projects—To show on a map the route taken by Washington in going from Mt. Vernon to Boston to take command of the Colonial forces.

Draw a powder horn, a bullet pouch and a flint lock gun used during the war.

Dramatize a day in the Continental Congress just after the news came of the evacuation of Boston harbor.

Prepare costumes of colonial days and use these in dramatization of history selections.

Collect pictures of great men and great places.

Write a story about New England loyalty.

Describe the life on a cotton plantation.

These few major and minor Projects are placed here to suggest the possibilities of such a plan of teaching history in the junior section. Your room must be thoroughly equipped with supplementary texts, stereoscopes and views, magazines, encyclopedias and any other ma-

terial that will aid the child in solving Problems as they arise. By this method of procedure no page assignments are ever possible. The easy way of saying, "Take to the bottom of page 60" is never permitted. Each period of History will have its own Projects and these of course will furnish the core of all class room work.

There are definite Standards of Attainment that should be held out before the child. These will assist the teacher in measuring the progress of her work. We have definite standards for each Semester. I merely suggest a few of these standards. Each teacher will provide her own but they should be made ready before the study begins.

Standards—

1. To furnish intelligent estimates of the characters studied.
2. To reproduce simple oral and written narratives of the period.
3. To advance a simple argument with proof.
4. The child should understand the geographical influence upon History.
5. To explain what factors enter into trade development.
6. What qualities are necessary to leadership as exemplified by our colonial fathers?, etc.
7. Give the steps in colonial unification and Constitutional Government, in 1879.
8. England's Commercial and Imperialistic policy ending in Colonial independence.
9. A complete grasp of our territorial expansion.
10. The slave system and its place in our National life.
11. The great parties and their policies.
12. The student should know and identify many of the great names that were prominent in the period studied.
13. There should be thoroughly fixed in mind many dates prominent during a particular period.
14. Trusts and Industrial Combinations and their part in the history of a period studied.

In planning a method of procedure in a General recitation it is well to keep constantly in mind the aim

or standards to be followed. I mean by these the following: Knowledge, Habits or Skills and Attitudes. These three propositions are always present in some form and to some degree in everything we do. To hold them ever before the mind is of fundamental importance in the work of the school.

A definition of Knowledge is perhaps of moment at this point, for unless we have a clear understanding of the term we might lose sight of the plan of class room procedure here proposed. Knowledge represents the accumulation of experiences? The methods employed in the class room by the teacher will determine the proper adjustment of these experiences to the individual child so as to bring about the desired changes. My discussion here will confine itself largely to the method employed. Of course it will be necessary to suggest a certain amount of Subject Matter only in so far as it engages the attention in perfecting the teacher's method.

The organization of Subject Matter must be made around the experiences already present in the child's life. I might say here that there are three kinds of Subject Matter—that which grows out of the child's own experiences, that which comes from the teacher's experiences, and that which is found in the textbooks. The last two may be motivated when in the hands of the skillful teacher but the motive is engrafted, while the first, or the child's subject matter, comes from within and the Problems which arise represent an inward pull. This is the great body of subject matter that must be built upon.

The idea involved in the preceding paragraph is that we build naturally upon the instincts and experiences of the individual. Otherwise we will miss the child's true basis of attack. The real way to learn fundamental principles is to attack the Problems which are ever present in countless numbers before the children. I believe we should put these boys and girls in a position to travel alone, and as they travel to see things for which they crave an understanding. If such a procedure is followed the primary factor, *curiosity* is aroused. I really believe that the average General Science teacher today is in the way of her children. I am sure of it where the cut and

dried formal method is used. These children come to us with a large fund of scientific information and it should be our purpose to make possible the use of this information in the solution of definite Problems which are their own. I am convinced that no law or principle will be violated in using the natural method, but instead we shall serve to fix our aims and our principles and laws in an orderly and convincing way in the mind of the child.

The very first thing to take into consideration in a General Science class room is to have the room provided with scientific equipment. We should have a gasoline motor, a dynamo, electric bells, wedges, screws, axle and wheels, flowering shrubs, collections of cocoons, mirrors, etc., etc. This room should have a well stocked library containing many works on General Science, the Book of Knowledge, stereoscopes and views, lantern and slides, together with back numbers of all the scientific magazines you can collect, such as the Popular Mechanics, Popular Science Monthly, Scientific American and Supplement, and many works that deal with the scientific field such as Geography Readers, Botanies, Geologies and Zoologies and any other books that suggest science Problems.

The first day that school opens I would have the boys and girls browse among the books and magazines. As the days come and go I would have them discuss some of their own experiences in life outside the school that involve some scientific factor. The teacher can furnish leaders here that will draw them out. They should be guided to discover Problems or experiments in the books or magazines which they are reading. Now when a boy has decided that he has come upon something he would like to learn more about and perhaps discover the cause of its action then the teacher can set to work to have him organize so as to complete that solution. Now the second step has come about naturally, that of discovering a Problem. He now begins to gather data and assemble that data. He will make a bibliography and present it to the teacher. She may make some additions and of course some suggestions. After the teacher has decided that he has sufficient bibliography to furnish

sufficient data that will lead to a solution, he permits the child to begin his reading with an intensiveness that goes to the bottom. Heretofore his reading has been pretty much of the scanning type, a searching after a Problem.

This child prepares his experiment, growing out of the readings and the information gathered, and makes a brief for the teacher. The teacher goes over this brief and questions the child to discover the extent of his readings. If the teacher is convinced that the data has been properly gathered and organized he may suggest that the experiment be completed and that it be performed before the class and there defended in the presnce of all. He may speak from notes or from memory. He must, however, hand in a complete bibliography together with a written composition telling how he performed the solution.

It is suggested that all Problems just as soon as they are decided upon be listed and placed in some conspicuous place; the child's name appearing with his Problem. Others may then prepare themselves to react intelligently to his discussion. This method of procedure is to be followed by all of the class members. This Bibliography will be held for future use by the teacher in connection with other classes in other years.

I have suggested in these pages some methods employed in the Horton, Kansas, Junior High School. I could have furnished methods for each subject of the curricula, but in the main we follow the scheme here set forth for all the work. The article will not permit of further elucidation. We have our own definition for a "Socialized School" and it is upon the basis of this definition that we have designed our body of subject matter and are attempting to vitalize the work.

JUNIOR HIGH SCHOOL LATIN.

Lucy A. Winter, Jefferson, Iowa.

The old iron-clad tradition that beginning Latin must be reserved for the ninth grade is proving a fallacy. In late years an innovation has presented itself in the placement of this subject in the curriculum. No longer is it thought necessary to delay the preliminary steps in this so-called "dead language" until the students are Freshmen in high school. In the states of California, Indiana and Michigan; and in the cities of Burlington and Davenport in our own fair state, it has been and is now being successfully taugh in the grammar grades.

The reasons for so doing are quite obvious. Beginning Latin does not mean another subject added to the already overburdened program of the seventh and eighth grades, but can be considered as a substitute for English grammar. The question at once arises, "How are you going to teach Latin for English in grades where English is an unknown tongue?" Why not teach Latin for English and English for Latin side by side? A logical and helpful method is to assume at the beginning that the students know nothing about English grammar. Then use the same nomenclature in both and illustrate the newer English with the older Latin. Under favorable conditions a year and a half or two years in the grades should enable the pupils to cover the work of the first year in high school. Thus the awful gap between the eighth grade and high school is bridged, and the pupil thereby saves a year of valuable time for more advanced work.

In the Jefferson school last year, beginning Latin was taught in the eighth grade during the second semester. With the condition that they must keep up a high standard in their regular work, about ten members of the seventh grade were permitted, upon request, to enter this class. An elementary textbook was used, while at every step constructions were taught for their value in English as well as in Latin. As members of the eighth grade this year, seven of those students are using the same textbook and doing the same work as the Freshmen Latin classes in high school. When they enter the ninth

grade next year they will be ready to begin the translation of Caesar.

The question of interest is always a vital one. Formal English grammar as it is ordinarily taught does not usually appeal to growing boys and girls. But just let them study Latin and no moving pictures will be needed to keep their interest awake. At that age children find the essentials of Latin interesting. It is something new and altogether different from anything they have studied before. While it is difficult enough to exercise their minds, it is not confusing and discouraging. Those constructions which were "as dry as dust" before now assume a fascinating allurement in this new garb. They feel that they are doing something a little bigger, a little more wonderful than the ordinary routine work because this subject has been withheld, in the past, until the ninth grade.

The spirit of the class previously mentioned will serve as an illustration. The interest was very high at all times and excellent attention was the result. The children came every day exhibiting the greatest eagerness to decline nouns or conjugate verbs, and a friendly feeling of competition was often evident in their attempts to analyze sentences.

For the average boy or girl one year, or nine months' work in beginning Latin is an insufficient preparation for Caesar. In the past, the more difficult constructions were omitted in the first year, but even then the teacher felt crowded for time and much of the work was passed over too rapidly to be thoroughly mastered.

Two years ago an experiment was tried for the first time in Jefferson. A selective group of the brightest boys and girls in the eighth grade was given the opportunity to study Latin. They used an elementary textbook for the first semester and during the second semester Smith's "Latin Lessons," the text used in High School. By so doing they have saved half a year. Since they had an extra half year's time in preparation they could recognize at a glance indirect dicourse, conditional clauses, expressions of purpose and result and even the periphrastics. Only two out of the original number have failed

and as a whole these students have the highest grades of any in the present Sophomore class.

Results certainly indicate that Latin belongs in the seventh and eighth grades. The English teachers in our high school find those Freshmen who have had merely a half year's preparation in Latin are much better able to use their mother tongue correctly than those who did not take Latin. Even in the Latin classes the children are keenly alert to detect any grammatical errors in English which may occur. The general opinion is that with a half year's study of Latin the students are even better prepared for ninth English than they are without it.

In the Freshman class this year there are about thirty pupils who studied Latin in the eighth grade. Another class of twelve members is composed of tuition pupils who are just beginning the study of this subject. It is interesting to note the contrast between the classes both in ability and progress. The pupils in the advanced class know how to study the daily vocabularies and for what they will be held responsible in the class recitation. They no longer feel newness and strangeness of studying an inflected language. They realize why it is necessary to learn the declension of nouns and conjugations of verbs. In the actual number of pages they have covered about twice as many as those who have never studied this subject. The advanced class has mastered the nouns and adjectives of the first, second and third declensions and the verbs of the first and second conjugations in the active and passive voice with the accompanying constructions found in the first sixty-five pages of Smith's Latin Lessons. During the same time the beginning class has, with difficulty learned the first and second declensions and the first conjugation, and the vocabularies on the first thirty pages of the same textbook. In this class much time necessarily must be given to the teaching of the simplest constructions in English grammar because of the poor preparation elsewhere. Thus both conditions and results are convincing that the logical and economical thing to do is to combine Latin and English grammar in the seventh and eighth grades.

JUNIOR HIGH SCHOOL MATHEMATICS.

A Field for Experimentation and Exploration.

Stella G. Hale, Aitchinson, Kansas.

What material may be profitably presented in Junior High School Mathematics is quite an undecided question. The writer has given only a view of what may be done which varies from the traditional courses of study.

The power to think in terms of space and number has not ceased to be important, indeed it seems to become more necessary as life grows more complex. In somewhat the same simple way that the race developed the early aspects of the science, the pupil may be given a meaningful insight on an experimental basis. The simple principles are best learned in situations where the need for the them is felt. In the selection of Junior High School mathematics, the question arises as to what are the mathematical elements of an intelligent citizenship. What specific mathematical abilities need to be developed? It may be observed that the introductory course, as given in the Lincoln School of Teacher's College, involves a departure from customary aims and results. The junior high school course is to be regarded as a unit. It is to contain in addition to arithmetic, the elements of intuitive geometry, and of algebra. All this material should be introduced and interwoven in a natural way and accompanied by a maximum of worthwhile applications. The two topics which seem to contribute most markedly in their correlation with other subjects, as studied by the instructors in Lincoln School are intuitive geometry and the graphical representations of statistics.

The application of graphs is only being begun to be widespread. Only recently have newspaper men and publishers of magazines realized increasingly the value of graphical representation. In addition to the advantages of economy in time, effort and vividness in portrayal of facts, graphic methods give the pupil a clear understanding and appreciation of the ideas, concerning

fluctuation or change, prophecy and dependence. In the Lincoln School intuitive geometry is begun in the seventh grade. If this may seem unusual to some, we may remember that in some European countries this work is presented very early, thus in England form studies begin in the fourth grade and are then continued for at least five years. It is necessary and reasonable that making the ideas and processes of geometry seem natural and real to the pupil. A purposeful study of those every-day activities which lead even primitive people to a ready familiarity with geometric ideas and processes may effect the desired result. It is then an easy matter to cause pupils to re-discover these same forms and ideas in their own environment and in nature. The second stage of directed observation is no less important than the first. Finally, provision must be made for self expression on the part of the pupil. This is accomplished through oral or written composition, through paper folding, drawing, designing and actual construction of important models. The pupils have found uses of geometric forms displayed in the building of early shelters, in the art of weaving, in basketry and pottery, in nature, particularly in forms of shells, stars are the points, the sun's rays represent lines, outstretched fingers form angles, two vertical tree trunks form parallel lines, pebbles thrown in water form many circles and numerous examples so near to us that we are unaware of their presence.

The problem of building a house was carried out in a Junior High School class in Neodesha Schools. The class drew their house plans, and next learned the problems of excavation, board measure, plastering, papering, taxes and insurance. The class here had the advantage of visiting and seeing the construction of a house, which served all the more to make their own problems real.

An opportunity for a child to play his part in community life is found in the school bank. The bank is an institution of every community and the pupil should be acquainted intelligently with the common banking laws and customs of his state. The school bank is logically used to represent the applications of percentage.

The Ben Blewett Junior High School in St. Louis bases its work on Wentworth-Smith-Brown text, taking in

the first quarter arithmetic of the home and store with geometry of form; second, arithmetic of the form with geometry of position and percentage paving the way for algebra; third quarter, arithmetic of industry and the banks with graphs; fourth quarter with geometry of size, and of areas and mensuration. In every quarter individual weakness in fundamental processes are disclosed by means of objective tests and upon the findings drill is provided individually during supervised study. For the eighth grade the academic classes have a combination of algebra, trigonometry and arithmetic; commercial classes, have bookkeeping and commercial arithmetic; industrial classes for boys have shop mathematics and for girls budgets and accounts. A specialized shop course is given in the ninth year for prevocational boys.

In the Irving School of St. Louis, the Irving Mercantile Corporation was organization in the spring of 1919. The corporation was conceived for a three-fold purpose; first, to provide a thoroughly and obviously motivated type of school work; second, to familiarize the pupils with some of the conventions of business-materials and procedure, and to organize into one continuous and coherent project a number of otherwise disjointed aims and activities. The departments in the organization were: Irving Bank, Credit Department, Advertising Room, Sales Room, Treasury and Bookkeeping, Buying Room, Arrangements and Delivery. Each teacher was adviser to a department and the principal assumed the role of promoter. Each department was organized and operated as nearly like a real business as possible. The pupils visited the large department stores where they gained information relative to the management of a large store. The time devoted to the plan was an hour of school time per week, exclusive of visits made to industrial or commercial plants which is already a custom of the school. The aims of the plan, in the opinion of those who were in touch with the plan as operated, were achieved to a most satisfactory degree.

Regardless of what new work we may try, especially in the seventh and eighth grades, we must not overlook the need to train for speed and accuracy in the fundamentals and a method of finding the outcome. The possibility of standard educational tests have a wide field being much more scientifically based than most teach-

ers' marks. The function of the scientific test is two-fold, that of testing and that of diagnosis. It is not only desirable to measure the strength and weakness of school progress, but it is also desirable to know wherein the weakness lies in order that the points may be strengthened. The test is doing much so far to locate the waste and remedial measures are being applied as the practice sheets, such as Courtis Practice Material and Studebaker Practice Cards indicate. The results of tests should show up class weakness and individual weakness as well.

A test to be good must have certain requisites: (1) a test purposed to be used as a means of school progress must measure accurately and objectively a definite desired product. (2) It must be simple in its application so that it is suitable for ordinary use and (3) it must not require an undue amount of time in its administration.

Your letter of November 2 in which you so kindly asked me for the contents of my talk before our State Teachers' Mathematics Round Table reached me in due time. I felt that a brief outline of our course here would be better suited to your needs than a resume of my talk. Hence, Miss Morris has kindly prepared the inclosed material which includes a few suggestions from me. If this can be of any interest and use to your readers we shall be glad to have you use it. This is not a course in theory but an actuality.

I am greatly interested in each issue of your magazine. They all of them contain matters which are exchanged for the general benefit of all your readers. My only regret is that you contemplate going out of existence in the very near future. Could not some ways be devised for continuing the publication of your journal? There is nothing else in the whole field of educational journals that can in any way take its place. The daily coming of the junior high schools throughout the country should give you added patronage all the time. I for one hope that you will be able to continue the publication of the magazine in some form or other.

Very truly yours,

THEODORE LINDQUIST,
Head Dept. of Math.

MATHEMATICS IN THE JUNIOR DIVISION OF THE ROOSEVELT HIGH SCHOOL OF KANSAS STATE NORMAL.

Inez Morris, Supervising Teacher of Mathematics in the Roosevelt Junior High School.

The mathematics for the first six years should give the pupils a working knowledge of the number combinations, the fundamental operations wtih integers common fractions and decimals, measures and their uses, and the meaning and language of percentage. In addition the child should be able to apply his knowledge to the working of simple problems and to express the solution of oral and written problems in acceptable form.

A short review of the above introduces the work of the seventh grade. This review is made quite different in method and content from the work of the previous grades, and is also made elastic enough to fit each class and each individual. Short-cut methods of computation are stressed, literal numbers are introduced through the formula, and problems are stated in the equation form wherever possible. Checks are taught and every effort is made to establish firmly habits of checking all work in order to give assurance of the accuracy of one's own results. Neatness and system are emphasized in all written work. A definite procedure is acquired by analyzing thus: What is given; what is asked for; what are the number relations; what are the most economical ways of computing the result; what is the result—that is, an interpretation of its meaning. The habit of estimating results is also established.

The business problems of this grade are confined mostly to those of child life, such as home activities, games, thrift, and so on. However, some of the more simple business relations are developed in concrete form. In the second semester much geometrical work is given which includes measurements, drawings, constructions, derivation of formulas, and computations of areas and volumes. Though this work is inductive and experimental, it leads gradually to formal geometrical methods.

The eighth grade begins with a review similar to that suggested for the seventh grade. Literal numbers are made the principal work of this grade. When based

upon a simple notation literal numbers are more concrete than the business work usually given to eighth grade classes, hence are simpler as well as more attractive and more full of meaning to pupils of this age. Many business problems dealing with child life are however, included. Stress on computations and checking is continued and several new short-cuts are developed from literal formulas. The use of tables of squares, square roots and so on are brought in at this time. Graphs, with special attention to the interpretation of those found in general reading, are given a prominent place. Ratio and proportion are studied and applied to practical problem situations, including the trigonometric ratios. The brighter pupils are given the elements and applications of logarithms.

The greater part of the mathematics of business and industry has been delayed until the ninth grade because such work has more meaning to older pupils. At this time it comes nearer to the pupil's life whether he continues in school or goes into outside work. Since business situations call for more mature thinking, this material furnishes the best opportunity for extensive projects which could not have been touched the two former years. This work also gives a definite use for algebra and its use greatly aids and simplifies problem solutions.

The first semester's work is begun with numerical computations in which a great deal of attention is paid to short-cuts developed by literal numbers. The algebraic work is also kept in use by generalized statements and formulas. Graphs and tables taken up in the previous grade are here applied. Logarithms are used if they were studied in the eighth grade; if not, they are introduced. The value of money and its growth at interest is emphasized, and much practice in the use of business forms—checks, notes, and so on—is given. Making out bills, statements and keeping accounts form a part of the course. All important phases of business come up for attention.

After completing the above junior high school course pupils should be able to complete plane and solid geometry in one year, should be well prepared for third semester algebra, and should be able to handle the problems which arise in life, in science, and in other related subjects.

ARITHMETIC IN JUNIOR HIGH SCHOOL.

Mrs. A. W. Kinney, Highland Park, Mich.

We make arithmetic more vital by proving its value in life. Pupils hunt evidence to prove or disprove the statement that a workable knowledge of the fundamental facts of arithmetic is essential for success in any walk of life. For example, arithmetic is the foundation upon which higher mathematics is built, and on this higher mathematics depends success in the study of any kind of engineering; the study of chemistry which is so necessary for the doctor, the druggist, the dentist, the worker in metals. It is especially necessary in preparing oneself for a business career and in protecting oneself against fraud.

As an incentive we have a definite amount of work to be accomplished and credit is given for the work done and not for the time spent in doing it. We group those who show speed, accuracy and ability to stick to an undertaking, and allow them to complete two semesters' work in one semester or allow them to get their credit and drop the course at any time when the first semester work is complete. We also group those who are slow but faithful and allow them to go just as fast as they can do the work thoroughly and give them credit when the work is finished instead of hurrying them through the work, allowing them to fail and repeat the subject with a probable second failure.

(1) We had cards printed having hundreds of examples involving the fundamental operations in decimals and in mixed numbers; in multiplying and dividing by aliquot parts; in the applications of percentage. These cards have proved very helpful because they use almost entirely those problems in which pupils most frequently make mistakes. These cards furnish material which is always ready in convenient form to give to the pupil who comes after school for additional help.

(2) Each day a few problems are put on the board in the study hall and each pupil is required to work these and take them to his arithmetic class. This work for a week ahead is given to each arithmetic and each study hall teacher. Each lesson involves some new and some review work.

THE PERSONAL TOUCH OF THE TEACHERS WITH ADOLESCENCE.

Floyd Ferguson, Mt. Pleasant, Michigan.

Even after new courses of study have been made to conform to present day needs the fact remains that too large a number of girls and boys leave school too soon.

After much consideration it seems that there are two fundamental duties presenting themselves.

1. We must establish a feeling of good will in our schools.

2. We must renew our efforts to keep our adolescence, the writer has met some degree of success with the above mentioned duties by adopting the following methods:

1. Always greet your pupils whenever you see them. Be sure to use their names in addressing them.

2. Show them courtesies even though it is necessary to go out of your way to do so.

3. Comment often on fine personal appearance, abilities, things well done, etc.

4. Be as ready to praise their virtues as you are to condemn their faults. Help the virtues to grow until the faults are minimized.

5. In giving commands explain why they are given.

6. Reason with girls and boys, teaching them how to reason.

7. A good teacher never loses poise and self command.

8. Forget sarcasm, the last art.

9. Get the pupils' point of view and mould their decision by your valuable and tactful suggestions.

10. Remember some pupils are long in certain subjects and short in others.

11. Never be prejudiced toward a pupil because they do not excel in your subject.

12. We must not be wasteful in our demands in regard to school material.

13. Become well acquainted with the parents. Always greet them whenever you see them.

14. Tell parents why you appreciate their child. (Be genuine).

15. Gather much information about your pupils from their parents.

16. Visit the parents in their homes.

17. Make your preparation so interesting that pupils must come. (Watch attendance go up).

18. Assign interesting outside work.

19. In special conferences where you show pupils the value of books, good friends, splendid occupations, lead them to see the value of education.

Teachers, for final consideration, how do these appeal to you?:

1. From time to time we talk about our pupils who are clean, considerate, polite and excellent in their work. We smile and say, "What good work we have done with that child." Yes, but that was the easy work. What about the unclean, inconsiderate, the failing child? Do we ever blame ourselves? Let us take a new stand in regard to the less fortunate ones.

2. When a pupil does something contrary to the judgment of the teacher, a note goes home or the telephone resorted to, but how many teachers send a note or call by phone when a pupil makes a fine recitation or conquers some obstacle? It works like magic. The writer has many times changed life currents by this method.

The subject matter in our courses should not be minimized and furthermore the best possibly prepared teachers should be sought, but far above this is the personality of the teacher working through the lives of their pupils.

Teachers, let us make ourselves indispensible to our community, our state and to our nation.

I have been so extremely busy with other work that I simply have not been able to compile exactly the information that I wanted to get together regarding the Junior High School situation in the smaller towns and communities. I have, however, made quite an extensive study of the Junior High School from a small town standpoint. For the past six years I have been working with the Junior High School plan in Excelsior Springs, which is a town of 5,000 population. It is my opinion that the Junior High School can be made just as practicable in the small town as in the large city. In fact, I believe that the Junior High School can be organized successfully in any community that is able to support a good senior high school. I have, therefore, been gathering material with the idea that some day I would publish either a series of articles, or a monograph dealing with the Junior High School from the standpoint of the small communities. The inclosed article is one that I worked out last summer, with this in view. The town of Schoolville, about which the story is written is fictitious, but the ideas set forth in the article have been gathered, for the most part, from my own experiences, and from the experiences of others. You may look it through and if you find it worthy of publication in the Junior High School Clearing House, you have my permission to do so.

If I can be of any further assistance to you in the preparation of the fourth and fifth numbers of the Clearing House, I am at your service.

Very truly yours,

G. W. DIEMER.

ORGANIZATION OF A JUNIOR HIGH SCHOOL IN A SMALL SYSTEM.

1. The Question and the Answer.

The question is often asked, "Is the Junior High School adapted to the small town or village, or to a consolidated rural school?" To anyone who fully understands the plans and purposes of a junior high school the answer is affirmative. If the usual type of four year Senior High School can be successfully organized in a small village of a few hundred population or in a consolidated rural district in which probably one hundred pupils of all grades are enrolled, then why is not an intermediate organization or Junior High School entirely feasible? If thirty-five students of Senior High School rank are sufficient to organize a first class senior high school then certainly fifty seventh and eighth grade boys and girls or sixty-five seventh, eighth and ninth grade boys and girls are sufficient to organize a high grade Junior High School.

2. The Large City Conception of the Junior High School.

The only reason for the idea that seems prevalent among small town superintendents that the Junior High School is not practicable in the small system is due to the fact that thus far the Junior High School is chiefly a large city organization and has been defined and discussed from the big town and city standpoint. Just as big city conceptions of the Senior High School cannot be transplanted successfully in a village high school, so the city specifications for a junior high school cannot be used in the organization of a junior high school in a small system.

3. The Schoolville Junior High School.

The organization of a successful Junior High School is possible in a system of any size, provided intelligent, practical plans are wisely executed. The steps necessary to the organization of a Junior High School in a small system can best be illustrated. Take the case of Schoolville, a town of 1,000 population, located in a middle western state in the midst of a fine agricultural and

live stock region. The school enumeration for the District was about 290 several years ago and the total enrollment in the twelve grades of the school course was 300, the excess of the enrollment over the enumeration being due to a large non-resident attendance from the surrounding rural districts. This enrollment was divided as follows: First six grades, 175; grade seven, 25; grade eight, 20; grade nine, 35; grades ten, eleven and twelve, 45. Teachers employed as follows: First six grades, six teachers; grades seven and eight, one teacher; four high school years, four teachers, including the Superintendent; total for twelve grades, ten teachers and the Superintendent, or eleven in all. Schoolville is a typical town in one of the better rural sections of the middle west. It boasts no extremely wealthy people and has very little poverty. Its population, for the most part, is made up of substantial business men, a few professional men, a small laboring class, and many people of sufficient means to be on what is usually termed the retired list, the last being chiefly retired farmers. The town has no factories or other industries of importance. Upon entering the town, either on the train or by automobile, one is impressed by the well oiled streets, running between long avenues of beautiful shade trees, the large green lawns, kept attractive and restful by the use of the lawn mowers and the proper placing of a few flowers and vines, and neat, but not expensive homes. The business part of town consists of one street lined on either side with one and two story brick and frame business houses.

We have described the town in brief detail, because the school can usually be judged by the community. Not but what the school can raise the social and economic level of a community, but usually as the standards of one are lifted the other rises proportionately. For, after all, the school and the community are what public sentiment, however, can be aroused for better things by intelligent leadership. And this is where the story of the Schoolville school begins.

For years Schoolville had been considered as having a good school. The high school was fully approved by the State University, the teachers were fairly well paid and were above average in training and ability.

The school was fairly well equipped, but the building was old and inadequate. In fact, the Parent-Teacher Association had advocated for some time the need for a new building.

A few years ago a new superintendent was elected at Schoolville. He was a young man of considerable experience, however, and a graduate of a well known teachers' college in the middle west. His ideas regarding school administration and organization included the latest and most modern theories and facts. Moving to Schoolville the early part of August, he immediately applied himself to a study of the problems that confronted him and for the next four or five months continued his study and investigations until he thoroughly understood his problems. By the first of the following January he was ready to place his plans with definite recommendations before his school board. In the first place, he found the building entirely inadequate. The building was originally intended to have eight class rooms and a study hall or auditorium. The adding of more teachers had made it necessary to equip two rooms in the basement, one for high school and the other for grade school use. High school classes were meeting in the study hall—20 students reciting, from 30 to 50 attempting to study. Upon careful study he found that less than 50 per cent of the children of Schoolville were completing the seventh grade, and less than 40 per cent were entering the ninth grade. About 20 per cent were graduating from high school. These per cents might not have been so bad in an industrial center—a coal mining or factory town—but in a home and residence community, the figures were appalling. He concluded that not only was a new building necessary, but a new organization must be adapted—an organization that would allow for a thorough reorganization of the curriculum, both as to subjects and as to subject matter. He carefully compiled his information regarding school conditions in Schoolville and wrote out very definite recommendations. At the January meeting of the Board he presented the whole matter to the Board. The substance of his recommendations were as follows:

First, a new building must be erected.

Second, the system should be reorganized on a six-three-three basis.

Third, the building must be planned to take care of this form of organization.

Before presenting his recommendation regarding the Junior High School he, of course, went into the arguments in favor of such a plan. The arguments which he used were the usual stock argument. His four main points, briefly stated, were as follows:

First, the plan provides for a better grouping of pupils. Children at about the seventh grade are passing from childhood into youth. At that time, and not at the ninth grade, should come the transition from grade to high school organization and methods.

Second, better instruction is possible under the plan, because each teacher would teach only two or three different subjecst; that is, the plan makes possible departmental teaching and leads to specialization on the part of the teacher.

Third, more work of a practical or vocational nature can be extended into grades seven and eight.

Fourth, more pupils will remain in school in the upper grades. Under the old plan less than one-fourth of those entering the primary ever enter high school, and fully one-half of them never complete the sixth grade. With courses of a more practical nature in the seventh and eighth grades, better organization and instruction, well organized student, literary and athletic activities, there will be a greater incentive to remain in school.

The Board, composed of intelligent business and professional men, readily saw the advantages of the 6-3-3 plan, as they also saw the necessity for a new building. They authorized the Superintendent to place the matter before the public. If the people seemed favorable the Board would order a special election at a later date.

The Superintendent at once began his campaign, placing before the people the same facts which he had placed before the Board, using the following procedure in his campaign:

First, he had printed a large supply of folders which included the facts, recommendations and arguments which he had placed before the Board.

Second, he asked for a special meeting of the Parent-

Teacher Association. He presented the entire case to the meeting and distributed his folders. The organization discussed the matter at some length and then strongly endorsed the entire plan.

Third, he ran a series of articles in the local paper.

Fourth, he sent literature home by the children, after first fully explaining the matter to the upper grade and high school pupils.

Fifth, but not least in importance, the Superintendent and his teachers explained the matter in detail to every business or professional man in the community and to as many others as they could reach.

By such a procedure the public became intelligently informed and convinced. The results were that when the matter of voting $60,000.00 in bonds was placed before the people in March, the proposition was carried by an overwhelming majority.

Work on the new building was begun in April on the same five acre tract of land as that on which the old building stood. The new building was not completed until the following January. In the meantime, the Superintendent was working on his new course of study. In this task he was aided by numerous suggestions and courses of study which had been sent to him by other superintendents in all parts of the country in response to his request and inquiries. The course when finally completed, first of all revised the traditional subject matter of grades seven and eight, with a beginning on the revision of the elementary school course of study.

When the new building was complete the middle of January and the new plans were put into operation the Junior-Senior High Schools were organized with the following curriculums:

JUNIOR HIGH SCHOOL

Seventh Grade	Eighth Grade	Ninth Grade
	Required Subjects	
English	English	English
Mathematics	Mathematics	Community Civics
Citizenship	Citizenship	and Occupations
Penmanship	Gymnasium	Gymnasium
Music		
Manual Arts		
Home Economics		
Gymnasium		

Elective

	(2 to elect)	(2 to elect)
Art	Music	Algebra
Typewriting	Art	Typewriting
	Typewriting	Music
	Manual Training	Sewing
	Home Economics	Shop Work
		General Science

SENIOR HIGH SCHOOL

Tenth Grade	Eleventh Grade	Twelfth Grade
Required Subjects		
English	English	
History (Am. or M. & M.		
Elective Subjects		
(2 to elect)	(3 to elect)	(4 to elect)
Plane Geometry	Advanced Mathematics	English
Latin	Latin	Advanced Mathematics
Cooking	History	Latin
Bookkeeping	Physics	History
Agriculture	Shorthand	Physics
		Shorthand

In the group of subjects listed, Manual Arts, Home Economics, Gymnasium, Commercial Work, Music, Art and General Science were all new. Two additional teachers were necessary, making a total of thirteen teachers in the system instead of eleven.

In order to handle the work of the Junior High School teachers were assigned as follows: One teacher for mathematics and citizenship (including community civics and occupations); one teacher for English, music and art. (This teacher also supervised art and music in the elementary grades). In the Senior High School, the following teachers: One teacher for English and history; one teacher for mathematics and Latin; one teacher for home economics and girls' gymnasium in both schools; one teacher for manual arts and commercial work (manual arts one-half day, commercial work, one-half day) in both schools. The Superintendent taught the science work as he had done in the past. The teacher of mathematics and Latin acted as principal of Senior High School; the teacher of mathematics and citizenship as principal of the Junior High School. The teacher of manual training and commercial work coached athletics and conducted gymnasium work for the Junior High School boys three times per week.

Activity interests were not neglected. In addition to athletics and gymnasium, live assemblies were held twice per week for each school and a joint assembly once per week. Debating and literary clubs were organized and a school paper was started.

The new building, when completed was not pretentious, but it was well arranged and afforded ample room for the immediate future. It contained besides fourteen classrooms and a large study hall, a combined gymnasium and auditorium large enough to seat 700 people when used as an auditorium, or when cleared for gymnasium purposes, large enough for a splendid basket ball court with ample room for 250 spectators.

Three years have elapsed since the organization of the Schoolville Junior High School. Several facts are worth noting:

1. School sentiment in Schoolville is at white heat. The Schoolville schools are the pride of the community.
2. The enrollment in the Junior and Senior High Schools have steadily increased until the enrollment in grades seven and eight practically equals the enrollment in grades one and two.
3. The increase in enrollment has made it possible to add new courses. The school now has courses in Vocational Agriculture, Vocational Home Economics and Normal Training. The school now has 18 teachers. The population of Schoolville is very little more than it was three years ago.

Other results need not be noted here, further than to say that the Schoolville Junior High School is a great success. It is not yet a perfect organization; it has not solved all of the problems of the public school system. No one ever maintained that it would. But it has proved a panacea for many ills and is fulfilling its mission to the satisfaction of its founders and of the parents and children. It was made possible because a progressive school superintendent had the courage of his convictions. He comprehended his problems; he saw the solutions; he had the courage and the ability to execute these solutions wisely.

4. *Conclusion.*

Schoolville is an example. Any community that is financially able to maintain a four year Senior High

School can do the same thing, either on a larger or a smaller scale, provided it has (1) an aggressive, progressive superintendent who is a real organizer and promoter; (2) a progressive school board; (3) a citizenship that believes in education. It can be accomplished with the greatest degree of success, *only* if all plans are made most carefully and wisely, and then as wisely executed.